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ABSTRACT

The Illinois School Code requires that the teaching of history in the state's public educational institutions include a study of the role and contributions of American blacks and other ethnic groups. A related objective states that instructional materials should accurately depict and reflect the diversity of American society and the contributions of various racial and ethnic groups. In this document guidelines are offered for the evaluation and selection of such materials. Use of the guidelines is recommended for teachers, school administrators and board members, and community groups. In addition, it is hoped that textbook publishers will use the suggestions in the document in the creation of new materials. Considerations that should be involved in any analysis of the philosophical, written, and pictorial content of instructional materials and in the development of curricula are outlined. The process by which ethnic content can be analyzed is explained. Examples of errors in multiethnic literature are cited, and analytical and corrective procedures are demonstrated. Questions are suggested for evaluation of the general content and quality of materials under consideration. (GC)

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ILLINOIS OFFICE OF EDUCATION
JOSEPH M. CRONIN, STATE SUPERINTENDENT OF EDUCATION

GUIDELINES FOR THE EVALUATION AND SELECTION OF ETHNICALLY VALID INSTRUCTIONAL MATERIALS

JULY 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by

Urban and Ethnic Education Section
Department of Urban and Bicultural Education
Division of Supervision and Instruction

UDO 17927

This document is being distributed as an educational tool to assist you in the evaluation and selection of ethnically valid instructional materials which will help fulfill the requirements of the School Code Section 27-21. Your creative insights and constructive critique are encouraged; revisions will be based upon such recommendations.

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HISTORICAL DEVELOPMENT OF THE GUIDELINES

BE IT ENACTED BY THE PEOPLE OF THE STATE OF ILLINOIS, REPRESENTED IN THE GENERAL ASSEMBLY:

Section 1. Section 27-21 of The School Code of Illinois, approved March 18, 1961, as amended, is amended to read as follows:

> Sec. 27-21. History of United States. "History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of American Negroes and other ethnic groups, including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czechoslovakian, French, Scots, etc., in the history of this country and this State. No pupil shall be graduated from the eighth grade of any public school unless he has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof."

June 26, 1967.

The above, unprecedented legislation mandated the study of ethnic education in Illinois public schools. Illinois has continued its leadership role in initiating ethnic education activities throughout the State. This process was greatly enhanced when the then Superintendent of Public Instruction created an Ethnic Education Section within his office. This important act provided the mechanism to aggressively support the concept of cultural pluralism.

Action Goals for the Seventies, a document reflecting concerns expressed by Illinois citizenry, grew out of public hearings held throughout the State. These hearings provided useful information which later established programmatic direction for the newly created Ethnic Education Section. One of the action objectives articulated by the people of Illinois gave impetus to this document:

> BY 1974, INSTRUCTIONAL MATERIALS SHOULD ACCURATELY DEPICT AND REFLECT THE DIVERSITY OF AMERICAN SOCIETY AND THE CONTRIBUTIONS OF VARIOUS RACIAL AND ETHNIC GROUPS.

The guidelines which follow are the result of an intensive process designed to utilize the knowledge, expertise, and varied perspectives of over 100 educators, community leaders, and students throughout the State of Illinois.

Six advisory committees were formed in Bloomington-Peoria, Carbondale, Chicago, East St. Louis, Rockford, and Springfield. Each committee held at least two meetings involving the collection and analysis of data related to the racial and ethnic diversity of instructional materials. Concepts and issues important to a vital, useful set of guidelines were identified and defined. Each advisory committee then sent representatives to a statewide Instructional Materials Conference during the summer of 1973 in order to synthesize the results of all the regional meetings. The product of the State conference was in turn submitted to the six regional committees for further input.

A Conference on Ethnically Valid Instructional Materials was held in February 1974, attended by members of the regional committees and by representatives of various publishing companies that supply textbooks to schools in Illinois. The draft of the guidelines was critically examined by the conference participants. An Editorial Task Force subsequently was formed, and it developed a final draft incorporating the suggestions from the Conference. Final approval was then obtained from the regional committees.

Such was the developmental process for the set of guidelines. However, the output should not yet be considered a finished product. Two important action steps must occur to complete the process. You, the educator, must utilize these guidelines in the evaluation of your current instructional materials and in the selection of new materials, whether they be textbooks, films, or supplementary materials. Secondly, by using the evaluation form included at the end of the guidelines, you will be able to indicate your opinion of their strengths and weaknesses. These procedures will lead ultimately to a comprehensive, functional set of guidelines which fulfills a need of educators throughout the State of Illinois.

USE OF THE GUIDELINES

WHO WILL USE THE GUIDELINES?

TEACHERS. . .

Teachers should utilize the guidelines in selecting new textbooks and other instructional materials. The selection criteria will enable the teachers to recognize materials which are invalid with respect to the treatment of ethnicity, and moreover, will aid the teachers in compensating educationally for these inappropriate, inaccurate, or otherwise poor materials.

SCHOOL ADMINISTRATORS AND BOARD MEMBERS. . .

School administrators and board members are intimately involved in curriculum development and instructional materials selection; they, like the teachers, must be knowledgeable about the appropriate way to approach ethnicity in education.

COMMUNITY GROUPS. . .

Community groups concerned with education can also make use of the guidelines in their interactions related to racial and ethnic matters. It is not unfeasible that parents should be educated as to the proper portrayal of ethnicity in the classroom, and the guidelines could very well be an aid in such enlightenment.

TEXTBOOK PUBLISHERS. . .

The guidelines will communicate to the textbook publishers the needs and desires of educators in the State of Illinois with respect to ethnicity in instructional materials. Hopefully, the guidelines will serve to elicit more appropriate textbooks from the creators.

HOW TO USE THE GUIDELINES

IT IS STRONGLY URGED THAT EACH LOCAL SCHOOL DISTRICT PRESENT AT LEAST ONE INSERVICE WORKSHOP FOR TEACHERS, ADMINISTRATORS, AND CONCERNED CITIZENS IN ORDER TO FACILITATE PROPER UNDERSTANDING AND WORKING KNOWLEDGE OF THE GUIDELINES.

GUIDELINES FOR THE EVALUATION AND SELECTION OF ETHNICALLY VALID INSTRUCTIONAL MATERIALS

Instructional materials used in classrooms in the State of Illinois SHOULD CONFORM to the following guidelines:

1. THE FACT THAT the United States and other countries are multi-racial, multi-ethnic societies should be clearly expressed in written and illustrated content.

2. DIFFERENCES AMONG GROUPS SHOULD be presented in a positive and educationally sound manner that fosters a comprehension of and respect for such differences.

3. THE CULTURAL BEHAVIOR OF ETHNIC AND RACIAL GROUPS SHOULD be presented in terms of each group's values and historical experiences. The presentation should include, where appropriate, the causes of differences and the perception of differences as interrelated aspects of a common humanity.

4. THE HISTORICAL BACKGROUNDS OF THE VARIOUS GROUPS SHOULD be presented in an integrated fashion, as part of a comprehensive United States history, rather than in an isolated manner. The history of America should be perceived as a simultaneous interaction and intergrouping of its various peoples.

5. IT IS IMPORTANT TO INCLUDE not only what the various racial and ethnic groups have done for and in America, but also what America has done--both positively and negatively--for these groups.

6. IN LIEU OF STEREOTYPING OR GLAMORIZATION of particular groups or characteristics should be an honest, objective treatment of real people and issues. Emphasizing the realities will make the material more relevant to the students' needs. An exclusive use of the "contributions approach" or the "superhero approach" should be avoided; rather, some "ordinary" people with whom the child can identify should be included.

7. MATERIALS SHOULD indicate that there is a wide range of individual differences within groups in order to avoid closed, "absolute," rigid descriptions of ethnicities and races.

8. DISCUSSION OF CONTEMPORARY ISSUES SHOULD include the historical backgrounds. A comprehensive account of the conditions and forces leading to current situations will allow the students to make intelligent, independent judgments regarding intergroup conflicts.

9. SOCIAL ISSUES INVOLVING racial, ethnic, and religious matters, such as genocide, restrictive immigration, and segregation should receive frank, mature, and critical treatment rather than being minimized or ignored.

10. INSTRUCTIONAL MATERIALS SHOULD NOT condone biased language, derogatory expressions, and ambiguous jargon. Such language can be presented as examples of the expression of prejudice and stereotyping.

THE ANALYTICAL PROCESS

Each individual has his own set of values, attitudes, and beliefs which influence all of his thoughts and behaviors. Some of these are conscious, while others always remain at an unconscious level. One arrives at the process of analyzing instructional materials or developing curricula with certain personal views which cannot help but affect the results. If one is prejudiced himself, he will be unable to select textbooks that are ethnically unbiased. Thus it is extremely important that one be aware of the frame of mind necessary for an objective and valid assessment of instructional materials. Following are the major considerations that should be involved in such an analysis.

I. Philosophical Considerations

A. TODAY THE OLD "MELTING POT" THEORY OF ASSIMILATION IS OPEN TO SERIOUS RECONSIDERATION.

In the 19th and early 20th Century many generations of immigrants chose to blend or subordinate their ethnic and cultural heritage. Others did not. Today both Native Americans and recent non-white and white immigrants most often prefer to retain their differences in life-styles, value systems, customs, and traditions. Neither instructional materials nor teachers should disregard or denigrate the importance of these distinctions, to the extent that members of contemporary racial and ethnic groups elect to retain them.

B. CULTURAL PLURALISM IS TO BE VALUED RATHER THAN DENIED OR SUPPRESSED.

Recognizing the positive aspects of ethnicity can enhance feelings of pride and self-respect. American society and the societies of other countries are enriched by the contributions of their diverse racial and ethnic groups. Since a multi-racial, ulti-ethnic nation is the reality, it should be accepted, respected, and cultivated.

C. THE VARIOUS RACIAL AND ETHNIC GROUPS IN AMERICA AND THE WORLD ARE INTERDEPENDENT UPON EACH OTHER.

The groups cannot stand alone but rather require the understanding and support of one another. They can benefit from a better mutual understanding and a sharing of their mutual

concerns. A progressive improvement of the relationships among groups will surely lead to a general strengthening of a nation and of the world as a whole. Underlying the unique aspects of the various racial and ethnic groups is a common humanity.

D. IN A PLURALISTIC SOCIETY, "MAINSTREAM," "NORMAL," "OUTSIDERS," AND "FOREIGNERS" ARE ALL RELATIVE, SUBJECTIVE TERMS, RATHER THAN OBJECTIVE STATEMENTS WHICH DEPICT THE MINORITY GROUP'S RELATIONSHIP TO THE DOMINANT CULTURE.

Recognizing that within this society there is a norm for absorbing and accepting new groups and persons, the references to those entering the culture should reflect actual conditions of assimilation of ethnic groups and the varying degrees of blending of customs, language, and economic status.

E. RACIAL AND ETHNIC GROUPS SHOULD NOT BE BLAMED OR SOUGHT AS SCAPEGOATS FOR THEIR INABILITY TO MEET THE "DOMINANT GROUP STANDARDS."

Forced to face the problems and inconveniences often attached to responding to differences, i.e., "special treatment," translations, etc., some people respond with the accusation that the source of a problem is the group itself (blaming the victim), or a supposed trait of the group ("lazy," "culturally deprived," "pushy"). Whereas, the political and social realities (the dominant societies' treatment of the group) are the real sources of problems.

II. Considerations in the Written Content

A. OBJECTIVITY OF PERSPECTIVE IS DESIRABLE.

Materials can either explicitly or implicitly present a viewpoint. "Factual" accuracy can be distorted through omissions, selectivity, organization, or interpretation--all producing a biased presentation. Subjectivity, i.e., expressions of personal opinion, must not be presented by the author as "objective treatment."

B. OVERGENERALIZATION IS INAPPROPRIATE.

Materials can be misleading and invalid due to indiscriminate generalizations, vagueness, stereotyping, inattention to "subcultures" within cultural groups, and superficial presentation of concepts.

C. THE MANNER OF CONTENT PRESENTATION WITHIN INSTRUCTIONAL MATERIALS HAS EDUCATIONAL IMPLICATIONS.

Open presentation encourages reflective thinking and discussion, and allows students to draw valid conclusions. Closed presentation is dogmatic, narrow in perspective, and inhibiting to further conceptualization and consideration on the part of the student. Presentation of content in a rigid, "absolute" manner thus should be avoided.

III. Considerations in the Pictorial Content

A. IT IS IMPORTANT TO REMEMBER THAT ILLUSTRATIONS ALSO INSTRUCT.

Because pictures have meaning, whether explicit or implicit, they consequently have implications. Thus, like the written content, the pictorial content can be misleading, inappropriate, biased, or otherwise invalid. Care must be taken to ensure that the illustrations make a positive contribution to the student's understanding.

B. ILLUSTRATIONS SHOULD BE REFLECTIVE OF CULTURAL PLURALISM.

Pictures should accurately project the fact that American society and the societies of other nations are multi-racial, multi-ethnic. The heterogeneity of these countries should be portrayed whenever possible. Illustrations of people, their environments, and their life-styles should not be limited to the white middle-class.

C. STEREOTYPED ILLUSTRATIONS ARE HARMFUL.

Illustrations involving a member of a racial or ethnic group must not portray him in a stereotyped manner with regard to his appearance, his job, his habits, and other such characteristics. Oversimplified or outdated illustrations should not be used to describe or typify an ethnic or racial group. Pictorial content should be as accurate, as wide-ranged, as inclusive, as current, and as non-patronizing as possible, in order to project an unbiased, valid impression of the various groups.

PROCEDURES FOR CONTENT ANALYSIS

Content analysis is one method for the evaluation of instructional materials. The process which follows has two phases: (1) the identification of error and (2) a method for correction or formulation of alternative passage.

The process consists of a series of questions with examples which teachers, educators, publishers, or parents can use as a tool to analyze the content of individual passages (or the text as a whole) for ethnically/racially sound treatment. These questions provide a means for recognizing bias, and, in addition, offer a process for correcting erroneous passages, i.e., generating alternatives which more accurately state the reality.

The authors of the guidelines invite you to "brainstorm" your own questions. Quickly list those possible errors which a text could portray and derive the cause from it (exaggeration, omission, etc.). Next, take the following list of questions and match yours with it. Perhaps you have already identified the criterion for evaluation, or you may see additional points for analysis.

Types of errors fall into the following categories:

- -Omissions
- -Stereotyping
- -Distortions (understatements, exaggerations)
- -Imposition of standards
- -Contributions
- -Derogatory language

Through utilization of the series of questions and examples which follow, one can develop a facility (almost unconscious) for evaluation while reading a text or passage. The criteria becomes internalized with use, as well as the procedure for correcting error. (See worksheet on the following page.)

Examples used in these guidelines are taken from a variety of texts--social studies, physics, etc. References for the examples cited are withheld as they are not meant to critique an entire text. Selected sample entries may unfairly bias the reader toward an entire series or text.

I. EXAMPLE OF RACIST TREATMENT	II. EXPLANATION	III. POSSIBLE ACCEPTABLE, ALTERNATIVE TREATMENT	IV. EXPLANATION
What needs to be changed.	Why it is incorrectly stated.	Changed statement, achieved through one or more of the following: (1) adding more information. (2) limiting, specifying. (3) universalizing a statement.	What is different in the new statement.

What follows is a sample application of the process to question one in the category of Omissions or Inclusion:

QUESTION I - OMISSIONS OR INCLUSION

Does the book give an overall impression that typical people are white, Anglo-Saxon males, or are other people seen as typical?

EXAMPLE OF RACIST TREATMENT	EXPLANATION	POSSIBLE ACCEPTABLE ALTERNATIVE TREATMENT	EXPLANATION
Most Southerners felt that slavery was good and ought to be defended.	This treatment indicates that the slaves themselves are not included in the word Southerners, since most slaves did not feel this way.	Most white Southerners. . . Most prominent Southerners. . . Most Southern leaders. . .	Indicates that the term Southerner includes black Southerners also; therefore it must be qualified to show which Southerners felt this way.
The typical American of the time felt that his wife should be dependent upon him.	Indicates that the "typical American" is male.	The typical American of the time felt that wives should be dependent on husbands.	Shows that some typical Americans were female and that they held this opinion also.
		The typical American man felt that his wife should be. . .	Shows that the typical American includes both men and women but that the men were the ones who held this opinion.

An additional question related to Omissions or Inclusion might be:

COROLLARY QUESTION:

Does the book only present the ethnic group when they are a problem to the dominant group, or only in relation to white, Anglo-Saxon culture? (This does not imply that these relationships should be

omitted, but that they should not be the sole reason for mention of an ethnic group.)

Note: There is no example to demonstrate this error as it is a lack, an absence of.

QUESTION II - STEREOTYPING

Does the book give the impression that a variety of personality traits, physical abilities, mental talents, and interests exist within every ethnic group?

EXAMPLE:

The so-called Five Civilized Tribes--Creeks, Choctaws, Chickasaws, Cherokees, and Seminoles--loved their homes.

Explanation of why it is misleading:

Are they the only tribes that loved their homes? What about the other tribes?

Using the worksheet form above, attempt to do steps three and four--generate an acceptable alternative by doing one of the three things as indicated.

QUESTION III - CONTRIBUTIONS

(a) Does the book portray that the United States has received from its ethnic groups as much as it has given?

(b) Does the book stress only the accomplishments of some ethnic groups and the shortcomings or failures of other ethnic groups?

EXAMPLE:

Africans brought to this country were inferior beings from "primitive cultures."

This is a very obvious racist statement which denies a total culture; far more subtle neglect often occurs in the area of contributions of cultures or members of a culture. A general guideline to follow might be:

IF IT IS NOT EVIDENT THROUGH NAME OR PHOTOGRAPH, A PERSON OR ORIGIN OF A CONTRIBUTION NEEDS TO BE IDENTIFIED BY CULTURAL OR ETHNIC GROUP.

QUESTION IV - IMPOSED STANDARDS

Does the book measure all ethnic accomplishments by a white model?

EXAMPLES:

(a) . . .the so-called Five Civilized Tribes--Creeks, Choctaws, Chickasaws, Cherokees, and Seminoles--loved their homes. Many of them, especially the Creeks and Cherokees, had learned to be thrifty farmers, had built good houses, acquired herds of cattle, erected grist mills, and educated their children in missionary schools. . ..

(b) As it was, Mexico provided no courts, no police, no regular postal facilities, and no schools.

(c) Armed with only the bow and arrow, the tomahawk, and the war club, and ignorant of any military art save the ambush, they were ordinarily no match for well-accoutered and vigilant whites. For that matter, they had shown little capacity to subdue nature and, as they lived mainly by hunting and fishing, their resources were precarious.

A corollary question deals with pre-European history:

COROLLARY QUESTION:

Does the book present material on Africa, South America, and Asia which points out the standards of culture which pre-date European intrusion?

EXAMPLE:

African cultures were "primitive," lacking social organization; simple, tribal, "slave-holding" and despotic.

EXPLANATION:

The diversity and richness of both the "high civilizations (e.g., Ghana and Mali) and the less complex societies of Africa are described.

QUESTION V - PATRONIZING

Does the book avoid use of patronization, naming the ethnic group to which a person belongs when the information is irrelevant? (This should help avoid race and sex stereotyping. For example, saying the Chicano

athlete, the Chinese laundryman, the Greek grocer, the black lawyer, or the woman doctor may bring to mind certain images, based on stereotypes. On the other hand, saying the great athlete, the neighborhood laundryman, the corner grocer, or the well-known statesman, are much more acceptable. When it is necessary to communicate an individual's ethnic group, mention it in another sentence or show it visually by including a picture. Sometimes this information comes across simply by use of names.)

EXAMPLES:

(a) Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.

(b) . . .they had a childlike faith that their amicable intentions would be understood.

QUESTION VI - DISTORTIONS (UNDERSTATEMENTS, EXAGGERATIONS)

Is sufficient facutal information given so as to represent issues in proper perspective, avoiding either over-emphasis or understatement?

EXAMPLES:

(a) . . .most immigrants, regardless of origin or location in their newly adopted country, soon became a part of the life in America, just as had the colonial immigrants who came before them.

(. . .soon became a part? Was it all that smooth and easy?)

(b) American labor resented the Irish who were often so used to poverty that they could be hired for low wages.

(c) The war (World War I) had also revealed some alarming facts in regard to our foreign population. . .. Over ten percent of the people here could not speak English.

(d) The Chinese worker asked for such small wages that other workers were at a disadvantage. As a result of these feelings, in 1883 Chinese laborers were excluded from the United States.

(e) In spite of hardships, prejudice, and attempts to cling to old ways, most immigrants adapted themselves rapidly to America. Jobs were abundant and land was cheap.

Each of the above requires additional information or qualifications in order to put the fact into perspective, especially evident in the area of values of a culture.

COROLLARY QUESTION:

Are the values and beliefs of ethnic groups explained in such a way to help the reader understand and appreciate the ethnic group's reaction to the given situation?

EXAMPLES:

(a) Because the "new" immigrants were seemingly so different in language, political background, and social customs, the older Americans began to wonder whether they could ever be assimilated (absorbed) into the mainstream of national life. The new immigrants were usually poor, and often (except for the Jews) unable to read and write even their native language. They settled together in slums or ghettoes in the cities, in "little Italys," "little Polands" and so on. Here they clung to their own familiar language.

(b) The children of the immigrants were caught between two cultures, and felt at home in neither. They were free to live on the streets of their new home.

(. . .free to live on the streets? Why?)

QUESTION VII - DEROGATORY TERMINOLOGY

Does the passage contain offensive, deprecating language?

EXAMPLE:

. . .and one Chinaman rounded out the number.

Often, direct quotes, literary passages, etc., are used in texts; when an author utilizes such quotes, an editorial comment or explanatory note needs to be inserted.

COROLLARY QUESTION:

Does the book show sensitivity in the use of group identity names respected by the given groups?

EXAMPLE:

Asian, Hispanic, Latino, Black, Negro, Native American (Group terminology has to be rooted in local, regional preferences as determined by input from the groups.)

Summary

QUESTION I - OMISSION OR INCLUSION

Does the book give an overall impression that typical people are white, Anglo-Saxon males, or are other people seen as typical?

COROLLARY QUESTION:

Does the book only present the ethnic group when they are a problem to the dominant group, or only in relation to white Anglo-Saxon culture?

QUESTION II - STEREOTYPING

Does the book give the impression that a variety of personality traits, physical abilities, mental talents, and interests exist within every ethnic group?

QUESTION III - CONTRIBUTIONS

Does the book portray that the United States has received from its ethnic groups as much as it has given?

Does the book stress only the accomplishments of some ethnic groups and the shortcomings or failures of other ethnic groups?

QUESTION IV - IMPOSED STANDARDS

Does the book measure all ethnic accomplishments by a white model?

COROLLARY QUESTION:

Does the book present material on Africa, South America, and Asia which points out the standards of culture which pre-date European intrusion?

QUESTION V - PATRONIZING

Does the book avoid use of patronization, naming the ethnic group to which a person belongs when the information is irrelevant?

QUESTION VI - DISTORTIONS (UNDERSTATEMENTS, EXAGGERATIONS)

Is sufficient factual information given so as to represent issues in proper perspective, avoiding either over-emphasis or understatement?

COROLLARY QUESTION:

Are the values and beliefs of ethnic groups explained in such a way to help the reader understand and appreciate the ethnic group's reaction to the given situation?

QUESTION VII - DEROGATORY TERMINOLOGY

Does the passage contain offensive, deprecating language?

COROLLARY QUESTION:

Does the book show sensitivity in the use of regional names respected by the given groups?

CONTENT ANALYSIS QUESTIONS FOR THE WORK AS A WHOLE

FOR EACH WORK ANSWER THE FOLLOWING QUESTIONS:

A. INCLUSION

1. Consider the subjects or issues in this work that should appropriately[1] have references to and discussion of multi-racial/ethnic* groups. Do the pages devoted to these subjects or issues adequately and realistically present the roles of these groups?
(If an actual page count seems desirable, count the total number of pages devoted to the subjects or issues under consideration and the number of those pages dealing with the multi-racial/ethnic groups. Does this number of pages represent a realistic percentage of the total under consideration?)

2. If a work is concerned with the contemporary scene, how adequately covered are the social, political, and economic situations of the involved racial/ethnic groups?

B. UNITY

3. Is information about various racial/ethnic groups scattered, token-like references or is enough information given to be meaningful?

4. Does the information stress the continuity of the ethnic and racial cultural identity?

C. REALISM

5. Are statements about racial/ethnic groups accurate?

6. Do statements present pertinent and relevant information?

7. Are statements misleading or ambiguous?

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[1]In assessing "appropriately," the reviewer should remember that most issues or subjects involving people probably invoive people of various racial/ethnic groups. These issues can be found in all subjects, e.g., physical education as well as history; art and music as well as language arts, etc.

*See Glossary of terms.

8. Are all aspects of the treatment of racial/ethnic groups given reasonable attention or is only the positive side of their treatment stressed?

9. Are social ills, such as poverty, crime, and racism given realistic treatment or are they condoned, minimized, or ignored?

10. Is an ethnocentric* picture of racial/ethnic groups presented? Are these groups judged according to the value system of the majority population rather than their own?

11. Are racist* statements encountered? (What are they?)

12. Is a paternalistic* attitude evident?

D. COMPREHENSIVENESS

13. In discussion of a racial/ethnic group, are all relevant aspects of its life and culture fully portrayed?

14. Are subcultures of various groups mentioned as a part of the total society?

15. Is stereotyping* of the groups evident? (Where?)

16. Are social and economic factors that affect racial/ethnic groups realistically analyzed from valid points of view? Are these points of view substantiated by facts?

E. PHYSICAL CHARACTERISTICS OF THE MATERIAL

17. Is vocabulary level appropriate for the intended grade level(s)?

18. Is size of print and format appropriate for the intended grade level(s)?

19. Are there no obvious factors which make it inappropriate for these grades?

20. Are those features clearly appropriate to the intended purpose?

21. Is the presentation clear?

22. Is the item durable and not too expensive?

23. Is the aesthetic quality good?

GLOSSARY

ETHNIC:	Relating to races or large groups of people classed according to their color, nationality, religion, or customs.
ETHNOCENTRIC:	Seeing events through the self-limiting vision of one's ethnic origins; regarding one's own ethnic group as superior and therefore other ethnic groups as inferior.
PATERNALISM:	A system under which an authority treats those under its control by regulating their conduct and supplying their needs, consequently relegating those individuals to an infantile role.
PREJUDICE:	A strong bias, negative or positive, towards an individual a group, a race, or their supposed characteristics based upon a prejudgment which closes a person's mind to further rational considerations.
RACISM:	A doctrine that there is a connection between race and human traits and capacities, and that some races are inherently superior to others. Racism can also include such non-biological groupings as religious sects, nations, linguistic groups, and cultural groups under its concept of race.
STEREOTYPE:	A distorted description, opinion, attitude, or judgment about an entire ethnic group which leads to an inability to perceive individual differences within the group or to perceive the whole scope of human possibilities.